

IMPLEMENTATION OF HUMANIST LEADERSHIP CASE STUDY IN PRIMARY SCHOOL

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Abstrak: This study examines the implementation type of leadership such as charismatic, paternalistic/materialistic, and democratic leadership in the process of character building for the students in primary school. They have a long-term goal to find the concepts of fit and proper especially for teachers in order to establish the students' character. This study used a qualitative approach with case studies; with the main informants are the teachers. The research location is deliberately chosen the school based on religion because the writer want to prove whether every teacher in the school are implemented the type of charismatic, paternalistic/materialistic and democratic leadership in the process of learners' character building. The results of this study are (1) every teachers have the different type of leadership, (2) in the implementation of leadership the teachers adjust the parenting style that they did in the school, (3) the type of paternalistic/maternalistik leadership is maintained by teachers in positioning themselves as a parents at school, furthermore, democratic leadership is implemented by positioning themselves as a partner for their students, while the charismatic type is showed by the teacher as a role model for learners. Please type your abstract here (200 words maximum). The abstract should sum up the issue addressed, the methodology used and the major findings of the paper. It should be composed of only one paragraph. No indentation of paragraphs.

Keywords: teacher, character education, type of leadership

Many ways need to be done to improve the structure of the moral life of the nation which begins to degenerate, ranging from fundamental changes in the national curriculum of this nation to the internalization of the character education in each subject in school. The government has also begun to intensify character education as one of the strategic policy of national education, considering the character education is something that cannot be separated from national education goals of this nation.

Educational character of the nation has a strategic role carried out by the government through schools, communities and families to build character and dignifying-noble civilization in order to educate comprehensive nation life based on Pancasila and the Constitution of 1945 (Directorate Team of Primary Schools, 2012).

Quality characters need to be established and nurtured from an early age, because early childhood is a critical period for the formation of a person's character. Failure planting a character from the early age will form his mature personal problems later. Additionally, instilling moral to the younger generation is very appropriate way and strategic.

Instilling moral, through character education as early as possible to children is the key to building the nation. Character is not something innate that cannot be changed again as fingerprints. It is a fact that cannot be denied, that the personality and character of the children generations of this nation emerge from family upbringing as the laying of the first education that gives the values of personality such as discipline, cooperation, kindness, honesty, solidarity, empathy, and other positive characters. Character education should indeed be applied to class, integrated with all subjects. Moreover, it should also be instilled through daily activities that the implementation is done either by spontaneously, planned, or example. The source of the behavior is the mind. Of which the mind is

created, it can be through a process of abstraction of what is seen, interaction, and knowledge heard from teachers.

The teacher as a leader for students is has very important position, because the students can depend on the teacher during the school day as a substitute for a parent at the school. In teaching and learning process, the teachers act as a leader. They lead a number of students in class. As a leader, the teachers have roles in: (1) motivating their students to learn, (2) directing the learning goals, (3) practising learning skill, (4) showing the material to be learned, and (5) evaluating the process and learning outcomes of their students. Ki Hajar Dewantara showed them into a philosophy of Java, which is how the attitude of a teacher should be as a leader: *ing ngarso sung tulodho, ing madyo manguk karso, tut wuri handayani* (in front of the students, the teachers should give the exemplare, in the mid of the students, the teachers should be part of the learners, so that they could see near the ins and outs of life of the students, and in the back, the teachers should give impetus to the advancement of learning achieved by the learners).

School is the important place in the development of values and culture from an early age. Schools as the spearhead quality of improvement and leading and most strategic agent of change, especially educators (principals and teachers) has the dominant and important role in the improvement of education quality, which of course must also be followed by qualification, professionalism, and ethics of the educators with the hope to produce reliable output and quality. Basic education becomes the cornerstone of the commencement of the process of character education for the students.

Literature Review

Type of Leadership

Kartono (2003) divides the type of leadership into 8, namely: (1) charismatic type of leadership, (2) paternalistic / maternalistic type of leadership, (3) militaristic type of leadership, (4) autocratic (authoritative, dominator) type of leadership, (5) Laissez Faire leadership type, (6) populist type of leadership, (7) administrative / executive type of leadership, and (8) democratic type of leadership.

In the reality leaders in carrying out the process of leadership, happening for distinction between the leaders with each other, the cases according to GR Terry (Maman Ukas, 1999) he divides the types of leadership into 6, namely: (1) personal type of leadership (personal leadership), (2) non-private type of leadership (non-personal leadership), (3) authoritative type of leadership (authoritarian leadership), (4) democratic type of leadership (democratic leadership), (5) paternalistic type of leadership (paternalistic leadership) and (6) interest or talent type of leadership (indogenous leadership).

The Process of Character Formation

Character is the values of human behavior associated with the God Almighty, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or willingness, and measures for implementing the values, either to the God Almighty, ourselves, others, the environment, or nationality so we can be a perfect man. In character education in schools,

all of the components (stakeholders) must be involved, including educational components themselves, namely the content of the curriculum, learning process and assessment, treatment or management of subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, financing, and the work ethic of all school citizens and the school environment.

Character Education

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills that are needed by themselves, society, Nation and Country (Article 1 of the Law on National Education System).

The rationale for the movement of the character education is that everyday's deviation behaviors, which bombard us, violence, greed, corruption, vulgarity, drug abuse, immoral sexual behavior, and bad work ethic, have the same core, that is, the lack of good character. Therefore, the character education provides the best hope of improvement in all areas (Lickona, 2012).

According to Arifin (2010) character education is not only focused on the learner who is the subject, but also on teachers as the spearhead of learning should have, appreciate, and apply the characters.

Teachers, as the spearhead of the process of teaching and learning activities in schools which include a transfer of values and cultures, must be able to implement the type of leadership in order to establish the character of the students.

RESEARCH METHODS

This study uses a qualitative approach with case study because the researcher intend to identify and describe detail about charismatic, paternalistik/maternalistic, and democratic implementation of leadership in the process of character formation of students in primary schools. The purpose of using the case study is because the researcher wants to know in detail and comprehensively to an event (case). Merriam (1998) in Ulfatin (2013) adds the reason for choosing the design of the case study method is (1) because researchers are interested in investigating the process, and (2) because the phenomenon investigated is very unique.

This study aimed to obtain a method or model of implementation of the types of leadership. Data was obtained through interviews, observation and supporting documents to corroborate the data obtained through interviews and observations. Analysis of the data generally contains three interrelated activities, namely: (a) activity data reduction, (b) showing data, and (c) verifying to make inferences (Moleong, 2004)

RESULTS AND DISCUSSION

Results

This study found some findings at the time of data collection at both sites, finding ways to implement the model or type of teacher leadership in the character formation of students. The following findings were obtained:

The process of implementing the charismatic, paternalistic / maternalistic and democratic type of leadership in students' character formation that include:

internalization of character education in learning, the teacher as an agent of the character formation of the students, and the teacher as a role model; there are some things done by the teachers, namely: (1) internalization of character education through teaching by counting on the RPP and actualized by the activity at the time of learning, (2) the teacher as an agent of the character formation of the students is always directly involved in any activities of learners, and (3) the teacher as a role model is a good example for students because all of the teachers' actions will be replicated.

The successful implementation of charismatic, paternalistic / materialistic, and democratic types of leadership teachers in shaping the character of students is the type of leadership that is used by the teachers in shaping the character of students, namely: (1) all teachers have different types of leadership, (2) Inside of the implementation, the teachers adjust the type of leadership with parenting they do.

Ways or models in implementing teachers' type of leadership in the character formation of the students include: (1) the type of Charismatic owned by teachers who have parenting as role models for their students, this type is often used by older teachers, both in age and experience, (2) the type of paternalistic leadership / Materialistic owned by the teacher using parenting as a substitute for a parent at the school, this type is often used by teachers because considering at a primary school level, students are still need a lot of direction and guidance in a variety of things, especially the education of character, (3) the type of Democratic leadership owned by the teachers who use parenting as a partner with learners, leadership type is used by teachers to lead students and place students as friends / partners.

Discussion

There are various ways in the process of implementing character education, one of which is through the teacher as a learning leader. As a leader, a teacher is an example for his followers, namely the learners. In the teaching and learning activities, the teachers use lesson plan (RPP) as one means of internalization of the character education activities at the actualized through the teaching and learning activities (KBM) by inserting the character expected.

In addition, the teachers also play an active role and always accompany their students in every activity during learning activities, both in intra and extra-curricular activities. The teacher as a role model should be a good example for the learners. Whatever the teachers do will surely be imitated by learners. The learners also constantly monitor what is done by the teacher, so it becomes very important to note. When the teachers do something, it should be considered first the good and the bad as well as the effect to the learners.

Basically every teacher is an educator who wants the learners succeed in the future and to be able to put themselves in the society and maintain their image. Each teacher also has a distinct character and personality, the purpose of educating the nation life is the vision and mission that must be owned by a teacher. The types of leadership owned by the teachers also vary according to every character and personality. Parenting which they apply indirectly also determines the type of leadership that they apply to learners. The teachers who apply parenting as a role model (charismatic leadership) have more value

that is respected by learners, but still have room for a process of character education to the learners.

The teachers who act as surrogate parents at school (paternalistic leadership / maternalistic leadership), it is more effective to do somehow, because the students feel closer to them so that the internalization process of character education is more easily done by the teachers, while the type of leadership owned by the teachers that the parenting as a partner with the learners (Democratic leadership) also has advantages that are not less good as a type of paternalistic, for the teachers who partner with the learners, it will be easier because it will create an emotional close social relationships with the learners.

Parenting applied by the teachers can bring the teachers' types of leadership to learners, so that this way or this model can be performed by each teacher to the learners in order to implement the character education. As a result, it will create social relationships and harmony emotion between the teachers and the learners, so the process of the character education that is being done by the teachers will be done with minimal constraints. The success rate of this character education process reaches 80% of the expected target.

CONCLUSION

From the results of the research and discussion, it can be concluded that in realizing the type of leadership such as charismatic, paternalistic/maternalistic, and democratic leadership in the process of character building for the students in primary school such as according to the expected target. The process of implementing paternalistic / Maternalistic, Democratic, and Charismatic types of leadership is carried out by: (1) internalization of character education at the time of teaching, counting on the lesson plan (RPP) which is actualized with learning activities, (2) the teacher as an agent of the character formation of students is always directly involved in every activity of the learners, and (3) the teacher as a role model is a good example for the students.

The successful implementation of paternalistic / Maternalistic, Democratic, and Charismatic types of leadership is carried out by adjusting parenting applied by the teachers, so that their types of leadership are in accordance with parenting done by teachers, namely (1) as a substitute for a parent at the school, (2) as a partner, and (3) as a role model / example.

Type of leadership used by teachers in shaping the character of the learners: (1) the paternalistic / maternalistic type of leadership owned by the teachers who place themselves as a substitute for a parent at the school, (2) the Democratic type of leadership owned by the teachers who place themselves as a partner with the learners, and (3) the charismatic type owned by the teachers who place themselves as a role model for the learners.

In the implementation, paternalistic / maternalistic, Democratic, and Charismatic types of leadership which are obtained from parenting of the teachers to the learners can be used as a method or model in the process of character education for the learners. ✍

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